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ABSTRACT

This secondary school curriculum guide, the subject of a citywide teach-in in the New York City schools, provides facts, lessons, and learning activities designed to provide information about and to prevent the use of crack, a form of cocaine. The guide covers the facts about crack, the reasons given for using crack, strategies for saying no to drugs, and insight into making decisions on drug use. These core materials are supplemented by lessons in the subject areas of social studies, science, mathematics, and communication arts. The subject area lessons provide information of the dangers of crack to the individual, to the community, and to the country. Follow-up activities are also suggested. This material is divided into nine lessons: (1) Crack! A National Epidemic; (2) Crack: It's Your Decision; (3) Pharmacology of Crack; (4) How Medicines or Drugs Can Affect Our Bodies; (5) Drug Use and Body Chemistry; (6) A Tale of Human Bondage: Interview with a Crack Dealer; (7) Effects of Crack on Our Society; (8) The High Cost of Crack; and (9) Who Is Responsible for Halting the Crack Epidemic? A fact sheet for teachers and a poster are included. (KH)

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A Guide to Preventing Substance Abuse

Secondary

Citywide Teach-in — September 30

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Foreword

During the 1960s, the incidence of drug abuse in America jumped dramatically. And it has continued to rise steadily ever since, with increasing numbers of our children falling victim to its deadly allure. But the phenomenon of CRACK is unprecedented in the history of this virulent epidemic. Never before has the use of such a dangerous drug spread with such rapidity among our population.

The reasons for CRACK's rapid proliferation lie both in the properties of the drug itself and the ease with which it may be produced. A potent form of cocaine, CRACK produces a brief but intense high. Since CRACK requires no specialized knowledge to produce, many thousands of dealers make CRACK and sell small amounts on the street at prices affordable to all segments of society. But CRACK is highly addictive, and users quickly become hooked by their efforts to recapture the initial short-lived experience. Continued CRACK use can easily spiral into a habit requiring hundreds of dollars a day. To support this habit, CRACK users turn to crime at an alarming rate.

CRACK's rampant destruction of our children's bodies and minds has outraged the public and united federal, state, and local authorities in a cooperative effort to stem the use of this drug. Although changes in the legal, penal, and rehabilitative communities will necessarily take time, efforts to prevent further drug abuse through education can begin immediately. By mandating this K-12 curriculum, CRACKDOWN, our Chancellor is placing the emphasis on prevention as a cure for the CRACK epidemic. This is consistent with the concerns of the Mayor and the President of the Board of Education.

To insure the curriculum's success, an all-day teach-in has been scheduled to take place in our schools in September. And the full resources of the Board of Education's staff development program have been mobilized to train teachers in the successful implementation of the curriculum. It is our hope that by providing our children with the truth about CRACK, we will arm them with a weapon of even greater power than this deadly chemical.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

Acknowledgments

CRACKDOWN is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, in cooperation with Levander Lilly, Special Assistant to the Chancellor.

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How to Use This Guide

The curriculum for the secondary grades consists of three core lessons. These lessons focus on the facts about CRACK, the reasons people give for using CRACK, strategies for saying no to drugs, and insight into the decision-making process. These core materials are supplemented by lessons in the subject areas: social studies, science, mathematics, communication arts. The subject area lessons serve to provide information on the dangers of CRACK to the individual, to the community, and to the country as well as to illustrate the facts discussed in the earlier core lessons. Follow-up suggestions are also included.

This curriculum does not purport to be the whole answer. The problem of substance abuse defies easy solution. Simply telling youngsters of the specific dangers of alcohol or drugs, the pain and sordidness of addiction is not enough. Substance abuse is rooted in poor self-image, immobility in the face of problems, failure to focus on long term goals. Presenting the facts about CRACK is an important part of the solution. But to reach the hundreds of students who abuse drugs to blur the pain of self-knowledge and the frustration of their daily lives, we need to give continuing support. In daily interaction with students we need to focus on building self esteem, considering the consequences of one's decisions, setting long-term goals, and learning how to solve problems and handle peer pressure. Such supportive interaction needs to be ongoing, integrated in many learning situations, implicit in the classroom climate.

The lessons in the curriculum are intended as a starting point, but only by helping students to feel good about themselves as unique individuals and capable learners can we give the support that is most effective in preventing substance abuse.

Note to Teachers

If you have reason to believe a student is using CRACK or any other illegal substance, please consult with your school's drug counselor. The organizations and procedures for getting help will depend on your specific school or district. There is also a hotline number in your district. Please make a note of it.

The Division of Substance Abuse Services toll-free number is:

1-800-522-5353

Facts about CRACK

(for the teacher)

CRACK is a form of cocaine made by converting cocaine hydrochloride--the cocaine that is shipped to the U.S.--into a more powerful drug.

The resulting chemical is a potent form of cocaine that is smoked in a glass pipe or crushed up and smoked in marijuana joints or cigarettes. When heated, the chunks crackle as they vaporize--hence the name "CRACK."

Smoking CRACK produces an immediate "rush." As the brain and nervous system are assaulted by the deadly chemical, CRACK users feel a sudden euphoria. But this brief period of high-level chemical activity depletes the chemicals involved and this in turn produces a state called "rebound." The rebound or "crash" is characterized by such negative feelings as a lack of self-confidence, powerlessness, depression, and lethargy. These feelings are the opposite of those experienced during the "high."

After a short period of regular exposure to cocaine, reward sites in the brain lose their ability to respond normally. At this point, many users increase the dose of cocaine to try to regain the pleasurable feelings. In short, users need more of the drug to get high.

Increasing dosage leads to a greater impact on the body's physical and intellectual systems, and a potentially dangerous situation results as the body's metabolic rate increases and intellectual functions become distorted. As the ability to think and reason becomes impaired, severe after-effects set in. Users may experience severe depression and suicidal feelings.

Often cocaine abusers will treat the negative feelings experienced during the rebound by becoming dependent on a secondary drug--usually alcohol, barbiturates, or tranquilizers.

Combining drugs and compulsive high-dose cocaine use can lead to death from convulsive seizures, cardiac fibrillation, or stroke. In addition, many individuals have died violently as a result of the bizarre behavior generated by the psychotic state high-dose cocaine can produce.

Furthermore, because CRACK is so potent, addiction may occur after a relatively short time. It is not unusual for users to get hooked immediately.

HELP FOR CRACK USERS IS AVAILABLE

If one of your students is having a problem with CRACK, or knows someone who is, call the Division of Substance Abuse Services toll-free information line:

1-800-522-5353

Community School Districts also have hotlines which may be called by students who are having problems with CRACK or who need information about the drug. The correct number for your district should be shared with your classes.

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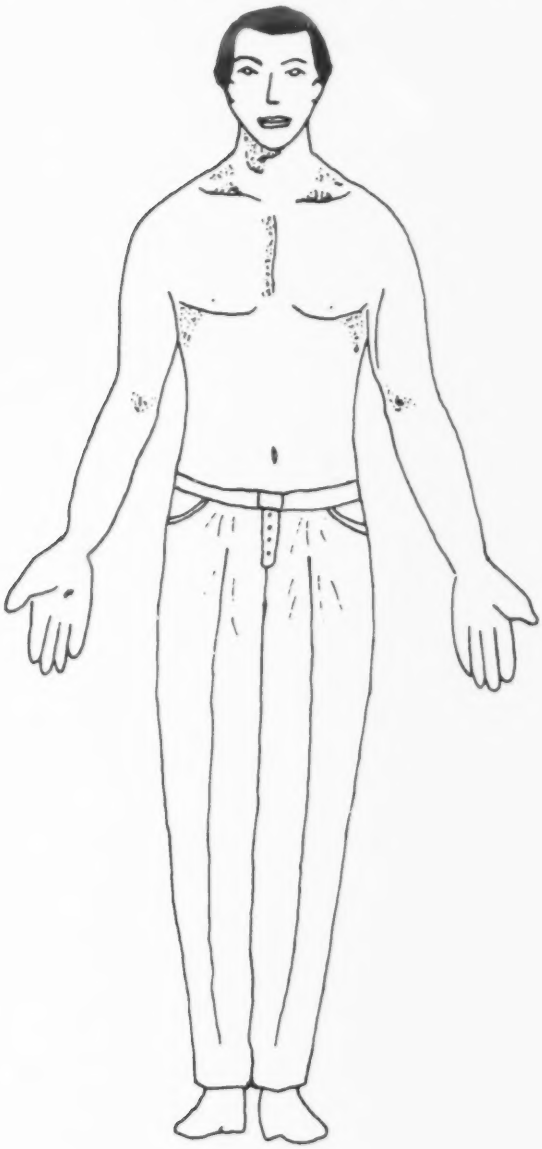
CRACK and the Body

(for the teacher)

CRACK reaches the brain a few seconds after smoke is inhaled--much faster than snorted cocaine, which does not reach the brain for two to three minutes. CRACK, like other forms of cocaine, stimulates the central nervous system, causing involuntary movement and possibly raising body temperature. The onset of the drug's impact begins within seconds, usually peaks in less than ten minutes, and can last for about half an hour. Below are body "hotspots" that usually show the impact of the drug.



Skin. Skin can turn oily, yellowish, or greyish and develop acne.

Arteries. Blood pressure increases. Blood coursing through the vessels at a more rapid speed may cause, in rare cases, brain hemorrhage.

Eyes. Pupils may dilate, becoming more sensitive to light. May cause user to think he sees "halos" surrounding objects on which he attempts to focus. These halos are often called "snowlights" by users.

Heart. Heartbeat becomes more rapid, increasing by 30 to 50 percent, and may become irregular. In rare instances, may cause heart attack.

Lungs. Chronic CRACK smoking may lead to hoarseness and bronchitis, similar to the effects of marijuana or tobacco smoking.

Limbs. May convulse as muscles involuntarily contract.

Weight. CRACK use can lead to fast and severe weight loss because it causes the brain to ignore the body's need for food and water.

Lesson 1. CRACK! A National Epidemic

AIM: What is CRACK?

PERFORMANCE OBJECTIVES Students will be able to:

. identify why CRACK is such a dangerous drug.
. list the reasons people might give for using CRACK.

SPRINGBOARD:

. Put on the chalkboard the following quotation:

"...This is, in most people's minds, the No. 1 problem in the country. It is not only necessary to step up our efforts to make it difficult to get drugs, but the main thrust has got to be to get the people themselves to turn off on it."

--President Ronald Reagan
interviewed August 1986

- There's been a lot of publicity about CRACK lately. When you hear the word "CRACK," what's the first thing you think of?

DEVELOPMENT:

. Call on volunteers to state the first words or phrases that came to mind when they heard the word "CRACK." List responses on chalkboard.

- What do you know about CRACK? (List responses on chalkboard.)

. Distribute Activity Sheet 1A, "Facts about CRACK." Ask students to read it and review the items on the chalkboard.

- How would you like to change the list on the chalkboard? Are any significant facts missing? If so, what are they?

- If CRACK is so dangerous, why do you think people use it?

. Discuss some of the reasons people give for using drugs that are dangerous, i.e., "My friends use it." "I just wanted to see what it was like." "I wanted to feel good." "I didn't know it was dangerous." Elicit from the class that escaping from problems and avoiding feeling bad about oneself are reasons that people might not want to admit, but should be included in the list.

. Break class up into groups no larger than 6 and ask the students to brainstorm responses they would offer to someone who gave one of the above (or other) reasons for using CRACK. Have one member of each group write down the suggested responses. Have the groups share their responses with the rest of the class, by reading these aloud or performing roleplays.

. Distribute Activity Sheet 1B, "Messages from CRACK Users," and have students complete the activity sheet.

. Have students compose a telegram of 15 words or less telling a friend what they have learned about CRACK.

Facts about CRACK

CRACK is a very strong form of cocaine that comes in small chunks. It is smoked in a glass pipe or crushed up and smoked in marijuana joints or cigarettes. When heated, the chunks make a crackling sound--hence the name "CRACK."

Smoking CRACK produces a rush of good feelings in about 6 seconds. This euphoria lasts for less than 10 minutes. After that the user begins to come down. Usually within a half hour of smoking CRACK, the user crashes.

The crash is characterized by very negative feelings such as;

- a lack of self-confidence,
- powerlessness,
- depression,
- and lethargy.

These feelings are the opposite of those experienced during the high and they last much longer. The user becomes very anxious about obtaining more CRACK.

In order to recapture the initial high, users generally smoke CRACK again as soon as possible. The craving to repeat the experience is very strong, and CRACK users become addicted very quickly. Users often report they were never able to recapture the feelings associated with their first high.

Often CRACK users will treat the negative feelings experienced during the crash by becoming dependent on a secondary drug--usually alcohol, barbiturates, or tranquilizers.

SUMMARY LIST OF FACTS ABOUT CRACK

I. Physical Effects

A. General Effects
- . extreme changes in blood pressure
- . increase of heart and respiration rates
- . insomnia (inability to sleep)
- . nausea
- . tremors and convulsions

B. Smoking CRACK
- . acts on central nervous system in a matter of seconds
- . causes respiratory problems and lung damage
- . causes weight loss
- . brings on heart attack and stroke
- . leads to use of other drugs (e.g. alcohol, marijuana, opiates, etc. with CRACK) and eventual overdose
- . results in cocaine psychosis (paranoia and hallucinations)
- . increases possibility of early death

II. Emotional Effects

- . feelings of self-confidence, power, exhilaration
- . euphoria (high)
- . irritability
- . extreme depression (crash)
- . paranoia (fear and suspicion of others)
- . suicidal feelings

III. Behavioral Effects

- . poor decision making
- . inability to stop drug use (drug dependence)
- . use of other drugs
- . leaving school
- . cheating, lying
- . spending time with friends who are taking drugs
- . destruction of family relationships
- . spending less time with friends who are non-users
- . becoming a thief, pusher, or prostitute
- . resorting to crime and violence
- . attempting suicide

Activity Sheet 1B

Messages from CRACK Users

DIRECTIONS: Read the quotes below, choose the one which affected you the most, and, using the space provided, explain why it affected you.

A "Everytime you take a hit, you get a rush, and a couple of minutes later you're looking for another."...TIM

B "CRACK is an equal-opportunity destroyer."...EVELYN

C "Did you ever get in a car and go 100 miles per hour and then suddenly slow down to 40? Coming down from CRACK is like that."...LOURDES

D "Once you take a hit, it turns you into a devil. The nicest person in the world, a person you wouldn't suspect, would do something like kill his own mother."...ANDREW

E "With a $100 a day habit, I would even steal from my mother and best friend."...BARRY

F "I've seen people lose all their assets, their jewelry, their houses, their cars. They pawn everything to get CRACK."...YVONNE

Lesson 8. CRACK: It's Your Decision

AIM: How can we decide what to do about CRACK?

PERFORMANCE OBJECTIVES Students will be able to:

. apply a decision-making model to saying "no" to drug use.
. state some of the feelings that arise from making different decisions.

SPRINGBOARD:

- No one has to be hooked on CRACK or any other drug. There's one sure way of avoiding this. What is it? (Say "No.")

DEVELOPMENT:

- It's not always easy to say no. Why do you think it can be hard to say "no"?

. Ask students to brainstorm why it can be hard to say no, and list their reasons on the chalkboard. Their responses might include:
  - fear of losing friends
  - fear of losing status
  - scary
  - no turning back
  - curiosity
  - wanting to "feel good"

. Everytime you say "no," or "yes," or just "go along" with something you have made a choice. In other words, you've made a decision. Some decisions seem difficult to make, some seem easy. But no matter what decision we have to make, there's a process we can use to help us make better decisions.

. Distribute and briefly describe Activity Sheet 2A, "Decision-Making Model." Lead the students through the decision-making process, using the following (or similar) situations.

- You and your best friend take a bike ride. He/she introduces you to some kids who are passing around a blunt laced with CRACK. What do you do?

. To help the students to understand each step of the model, highlight the following:

- The problem statement, "Do I or don't I stay"?

- There are at least five alternatives:

  1) stay and join in smoking,
  2) leave and say nothing,
  3) say no and stay,
  4) share your feelings and leave,
  5) try to get your friend to leave with you.

. When listing the disadvantages keep in mind the incriminating circumstances of being in the company of users who are holding illegal drugs.

. The emotions connected with all phases of the decision-making process should be examined: pride, guilt, embarrassment, loss, etc.

- What have you learned about making decisions by working with this model?

- How can the model help you make a personal decision?

. Remind the students that any decision can involve risk, but the more thorough they are in gathering information, considering alternatives, and predicting possible consequences, before they make a decision, the greater chance they have to make the best decision.

. Have students apply the decision-making model to some of the situations on Activity Sheet 2B, "You Decide."

Activity Sheet 2B

You Decide

Situations:

1. You and your friends are having a great time at a party. One of your friends brings a joint of marijuana. It is being passed around. You are next! What do you do?

2. You find out your best friend is using CRACK when you catch him/her stealing your mother's purse. What do you do?

3. Your neighbor is in charge of the younger children while your mother is out. She is drinking heavily and when you come home she offers you a drink. What do you do?

4. You are a packer at a local grocery store. Your boss offers you a much higher-paying job making deliveries of illegal drugs. What do you do?

5. Your friend tells you that your older brother was seen getting high on CRACK in the park. What do you do?

6. You know a fellow student has brought drugs to school to sell in the lunchroom. What do you do?

7. You were told that you can make 150 dollars a day if you help out in a neighborhood business. You know the business involves illegal drugs. What do you do?

Activity Sheet 2A

Decision-Making Model

1. What's the situation? _____

2. List three choices you could *decide* to make.

   A. _____

   B. _____

   C. _____

3. Write down one good thing and one bad thing that will happen (consequences) with each decision.

   Choice A

   Good _____

   Bad _____

   Choice B

   Good _____

   Bad _____

   Choice C

   Good _____

   Bad _____

4. Which decision seems to be the best? Why?

Lesson 5. Pharmacology of CRACK

AIM: How does CRACK affect people's bodies?

PERFORMANCE OBJECTIVES Students will be able to:

. list the properties of CRACK.
. explain how CRACK affects the mind and body.

DEVELOPMENT:

. Display and distribute Activity Sheet 3A, "Headlines."

. Ask students to construct a title for the sheet and share it with the class.

  - What do you think is a good title for the headline collage? Why did you suggest that title?

  - What do you know about CRACK? (List students responses on the chalkboard.)

  - How does CRACK affect our bodies?

  - How does CRACK affect the way we feel (our emotions)?

  - How does CRACK affect the way we behave? The way we respond to ourselves and others?

. Distribute Activity Sheet 3B, "CRACK and the Body," and "Facts about CRACK" (Activity Sheet 1A from Lesson 1) for students to check their answers.

  - Is there any information on the chalkboard that we should correct? Anything we should add?

  - Does anyone know people who have used crack? How did crack affect them physically and emotionally? Did using crack change their behavior?

  - How can CRACK hurt and destroy people?

  - Do you think people should try CRACK? Why or why not?

  - Distribute Activity Sheet 3C, "CRACK Wheels." Have students fill out the wheels with the advantages and disadvantages of using crack.

  - Has today's classroom discussion on CRACK influenced your own opinions on the use of CRACK or cocaine? Why or why not?

  - Many people say that the way to avoid drugs is to "JUST SAY NO." Do you think this method can work. Why or why not?

Headlines

Cocaine Smoking Ignites America

A new drug on the streets

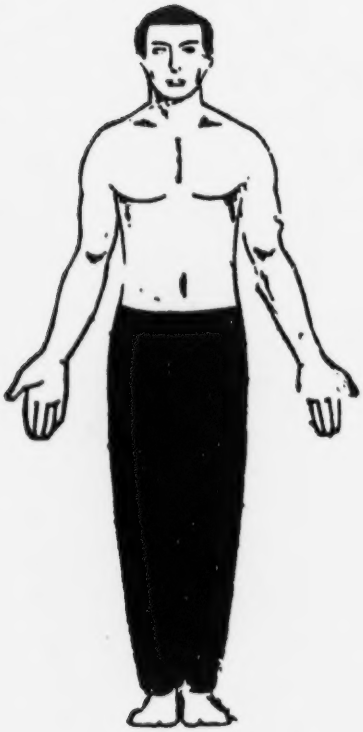
Crack Down

on Crack

A taste of bliss and then addiction

The Cocaine "CRACK" Epidemic

CRACK and the Body



Skin. Skin can turn oily, yellowish, or greyish and develop acne.

Arteries. Blood pressure increases. Blood rushing through the body at a more rapid speed can cause brain hemorrhage.

Eyes. Pupils may dilate, becoming more sensitive to light. May cause user to think he sees "halos" surrounding objects on which he attempts to focus. These halos are often called "snowlights" by users.

Heart. Heartbeat becomes more rapid, increasing by 30 to 50 percent, and may become irregular. Can cause heart attack.

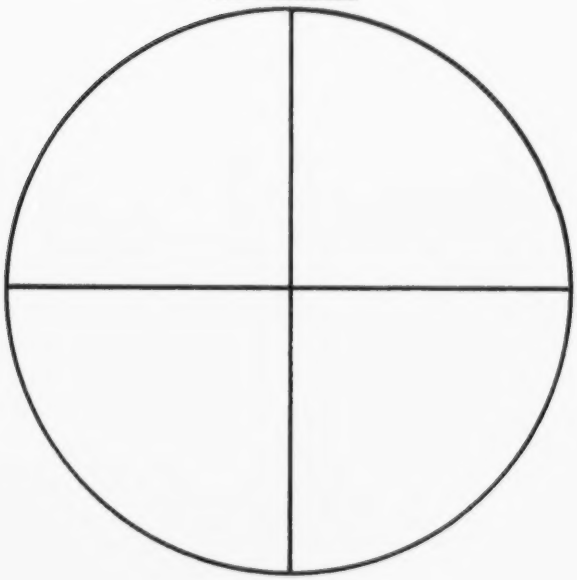
Lungs. Chronic CRACK smoking may lead to hoarseness and bronchitis.

Limbs. May convulse as muscles involuntarily contract.

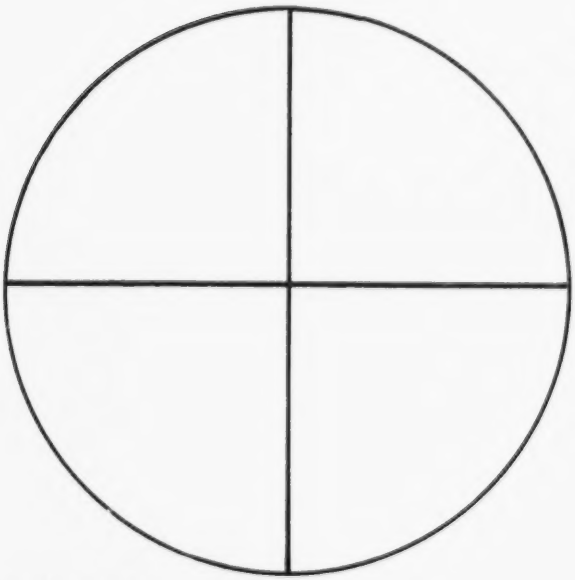
Weight. CRACK use can lead to fast and severe weight loss because it causes the brain to ignore the body's need for food and water.

CRACK Wheels

ADVANTAGES



DISADVANTAGES



Add as many spokes as you wish.

Lesson 4. How Medicines or Drugs Can Affect Our Bodies

AIM: Why do people react to drugs in different ways?

PERFORMANCE OBJECTIVES Students will be able to:

. develop an understanding of why each individual responds differently to drugs.
. develop more caution before ingesting any drug, even over-the-counter drugs.
. list and describe the various physiological effects of CRACK.

SPRINGBOARD:

. Does everyone who takes CRACK (or any drug) know the exact effects of the drug before they take it? Why? (If students do not understand the question, ask them if their body chemistries are identical.)

DEVELOPMENT:

. Read the following information from the label of an over-the-counter cough suppressant to the students.

> DOSAGE: adults and children 12 years of age and over: 2 teaspoonfuls every six to eight hours, not to exceed 8 teaspoonfuls in a 24-hour period; children 6 to under 12 years: 1 teaspoonful every six to eight hours, not to exceed 4 teaspoonfuls in a 24-hour period; children 2 to under 6 years: 1/2 teaspoon every six to eight hours, not to exceed 2 teaspoonfuls in a 24-hour period; children under 2 years: use only as directed by physician. Do not exceed recommended dose.
>
> WARNING: As with any drug, if you are pregnant or nursing a baby, seek the advise of a health professional before using this product.
>
> CAUTION: Do not use if cough persists or high fever is present since these may indicate the presence of a serious condition.

- Why are the doses different for each age group?

- Why is there a limit to the amount that should be ingested within a 24-hour period?

- Why are the WARNINGS and CAUTION listed on the label?

- Would you consider this to be a safe drug? Why?

- When you go to the dentist and he gives you an injection, what occurs?

. The students' reponses should be listed on the chalkboard beneath a simple "net reaction" similar to the one below:

novocain -------- numbness

The initial pain from the injection, the approximate length of time it takes for the injection to be effective and the approximate length of time for the numbness to subside should be elicited from the students. Students' responses should be varied.

- Why do you believe there is a variety of responses?

- What could be a probable explanation for these variations?

. Elicit from the students that the amount of novocain injected could be different, that each student's body has a different mass and that each student has a different body chemistry.

- Would you consider novocain to be a "safe" drug? Why?

- Is it possible that there are some other side effects (reactions) to this "safe" drug?

. Read or distribute Activity Sheet 4, "Novocain - Adverse Reactions" to the class, explaining the terminology they may not understand.

. Discuss the various side effects with the class.

- Why do some people experience such adverse reactions to novocain?

. Elicit from the student that these adverse reactions are side effects due to differences in individual body chemistries.

- What is CRACK?

(CRACK is a freebased form of cocaine hydrochloride-purified (90-100%) with a solvent over heat.)

- How much time does it take cocaine hydrochloride to reach the brain? CRACK?

. The teacher may wish to put the following statistics on the chalkboard:

snorted cocaine HCI	1-3+ minutes
injected cocaine HCI	8-15 seconds
smoked crack	4-6 seconds

- Why is the rate of smoked cocaine so rapid?

. The function of the lungs is to carry oxygen to the blood stream. Any substance ingested into the lungs travels directly to the left side of the heart and is pumped to the brain in 4-6 sec.

. The surface area of the lungs is approximately equal to half the size of a tennis court.

- Why is any form of cocaine dangerous?

. Cocaine is a powerful stimulant, increasing activity in all three systems of the brain (intellectual, emotional and physical) by altering the balance of the normal chemical functions in the brain. These chemicals--called neurotransmitters--are released in large amounts by cocaine.

DOPAMINE - is responsible for sensations of pleasure and euphoria.

NOREPINEPHRINE - is responsible for feelings of energy, confidence and increased mood.

. After a brief period of high level chemical activity, rebound occurs (abnormally low level chemical activity). Rebound generates negative feeling in all three systems of the brain. Feelings of lethargy, loss of energy, prolonged sleep and exhaustion, dissatisfaction and loss of pleasure, and the inability to concentrate are some of these negative feelings.

. After a short period of exposure to cocaine, reward sites in the brain lose their ability to respond normally. At this point many users increase the dose to try to regain the pleasurable feelings.

. Instead, the increased dose leads to greater impact on both physical and intellectual systems, resulting in a potentially dangerous situation as metabolic rate increases and intellectual function becomes distorted.[1]

- Why should caution be exercised by each individual before taking any drug, even over-the-counter drugs?

- Why is CRACK so dangerous?

- If drugs that are legal and "safe" and carefully controlled can be so dangerous, what are the additional dangers of using street drugs?

FOLLOW-UP:

. Have each student record the information on three different over-the-counter drugs found in his or her home and present this information to the class.

. Ask the students how they respond to cold remedies such as Contac and record this information on the chalkboard for class discussion.

. Ask the student to research any prescription drugs from which they have had a negative reaction. (A copy of the Physicians' Desk Reference is a most helpful tool.)

[1] Training Design for Presentations on CRACK, Bureau of Training and Resource Development, Narcotic and Drug Research.

Novocain — Adverse Reactions

NOVOCAIN (brand of procaine hydrochloride, USP)

Adverse Reactions: The anesthetic can be used with safety in nearly all cases if suitable precautions are observed. However, as with any local anesthetic, idiosyncrasy manifested by the rapid appearance of symptoms, including nausea, vomiting, rapid pulse, talkativeness, syncope, respiratory difficulty, and convulsions, may be encountered. Slow administration and avoidance of accidental intravenous injections are always advisable. If increased sensitivity to the anesthetic is suspected, as in patients with cardiac disease and hyperthyroidism or other endocrine disorders, a small dose may be given first to test tolerance.

Treatment of Reactions - Treatment of reactions hinges on the maintenance of the circulation and respiration and the control of convulsions. Treatment should be prompt.

Moore and Bridenbaugh recommend the use of oxygen by bag and mask at the first sign of a toxic reaction in order to prevent the onset of convulsions and circulatory and respiratory collapse.

* Extracted from the Physicians Desk Reference, 28th Edition, (Oradell, NJ, Medical Economics Co., 1974), p. 1587.

Lesson 5. Drug Use and Body Chemistry

AIM: Why do people react to drugs in different ways?

PERFORMANCE OBJECTIVES Students will be able to:

. develop an understanding of why each individual responds differently to drugs.
. develop more caution before ingesting any drug, even over-the-counter drugs.
. list and describe the various physiological effects of CRACK.

SPRINGBOARD:

- Does everyone who takes CRACK (or any drug) know the exact effects of the drug before they take it? Why? (If students do not understand the question, ask them if their body chemistries are identical.)

DEVELOPMENT:

. Place a simple chemical equation on the board, i.e., the decomposition of water, the complete combustion of a hydrocarbon, the incomplete combustion of a hydrocarbon.

$$2H_2O_{(l)} + 109.2 \text{ kcal} \longrightarrow 2H_{2(g)} + O_{2(g)}$$

$$C_3H_{8(g)} + 5O_{2(g)} \longrightarrow 3CO_{2(g)} + 4H_2O_{(g)} + 531 \text{ kcal}$$

- What does this chemical equation represent?

- A chemical equation only shows the net reaction. It only indicates the initial reactants(s) and final product(s) and the heat of the reaction.

- In order for their initial reactant(s) to be changed into the final product(s), it is highly unlikely that the reaction occurs in the single step indicated by the equation. More likely a series of simple side reactions occur before the final product(s) is obtained. As a general rule, reactions that involve only negligible bond rearrangement are rapid at room temperature. Organic reactions tend to be slow at room temperature because of the four bonding sites on each carbon atom.

- Are there simple or complex chemical reactions going on in our own bodies? Why?

- If we could write chemical equations for these reactions, would they be one step processes as the equation indicates?

- How could the rate of these reactions be increased?

. An increase in temperature increases the rates of all chemical reactions. Increasing the surface area also increases the rate, as well as, the use of a catalyst (substance that increases the rate of a reaction but does not enter into the reaction).

- When you go to the dentist and he gives you an injection, what occurs?

. The students' responses should be listed on the chalkboard beneath a simple "net reaction" similar to the one below:

novocain ----------→ numbness

. The initial pain from the injection, the approximate length of time it takes for the injection to be effective and the approximate length of time for the numbness to subside should be elicited from the students.

- Could any of these reactions be considered to be side reactions?

- Would you consider novocain to be a "safe" drug?

- Is it possible that there are some other side effects (reactions) to this "safe" druq?

. Distribute a copy of Activity Sheet 4, "Novocain - Adverse Reactions" to each student.

. Discuss the various side effects with the class.

- Why do some people experience such adverse reactions to novocain?

- Elicit from the students that these adverse reactions are side reactions due to differences in individual body chemistries.

- What is CRACK?

(CRACK is a freebased form of cocaine hydrochloride - purified (90-100%) with a solvent over heat.)

- How much time does it take cocaine hydrochloride to reach the brain? CRACK?

. The teacher may wish to put the following statistics on the chalkboard:

snorted cocaine HCL	1-3+ minutes
injected cocaine HCL	8-15 seconds
smoked crack	4-6 seconds

- Why is the rate of smoked cocaine so rapid?

The function of the lungs is to carry oxygen to the blood stream. Any substance ingested into the lungs travels directly to the left side of the heart and is pumped to the brain in 4-6 seconds.

The surface area of the lungs is approximately equal to 1/2 of a tennis court.

- Why is any form of cocaine dangerous?

. Cocaine increases activity of the brain by altering the balance of normal chemical functions in the brain. These chemicals--called neurotransmitters are released in large amounts by cocaine.

DOPAMINE - increases feelings of euphoria, pleasure, reward, satisfaction. The chemical of the brain's 13 or so reward sites.

NOREPINEPHRINE - affects metabolic rate, mood: awake, alert, confident.

After a brief period of high level chemical activity, rebound occurs (abnormally low level chemical activity). Rebound generates negative feelings. The opposites of the positive feelings generated by the neurotransmitters.

"After a short period of exposure to cocaine, reward sites in the brain lose their ability to respond normally. At this point, many users increase the dose to try to regain the pleasurable feelings.

Instead, the increase dose leads to greater impact on both physical and intellectual systems, resulting in a potentially dangerous situation as metabolic rate increases and intellectual function becomes distorted."[1]

- Why should caution be exercised by each individual before taking any drug, even over-the-counter drugs?

- Why is CRACK so dangerous?

- If drugs that are legal and "safe" and carefully controlled can be so dangerous, what are the additional dangers of using street drugs?

FOLLOW-UP:

- There have been articles on the "designer drugs" in which the chemical formula of a drug is altered slightly so that it is not on the list of illegal drugs. Research the proposed legal changes which are being considered to stop this process?

- In this age of technology some people claim science education is too separated from the moral responsibility of how the technoloby is used. Choose a topic, and present a panel discussion on a specific aspect of this issue?

[1]Training Design for Presentations on CRACK, Bureau of Training and Resource Development, Narcotic and Drug Research.

Lesson 6. A Tale of Human Bondage: Interview with a CRACK Dealer

AIM: Do drugs change the way we see ourselves?

PERFORMANCE OBJECTIVES Students will be able to:

. state some signs of drug addiction.
. explain that we have options about drugs.
. analyze information to make decisions about drug use.

SPRINGBOARD:

. Do you think people who smoke CRACK every day are addicted to it?

DEVELOPMENT:

. Distribute Activity Sheet 6, "Eve: Interview with a CRACK Dealer," and have the class read the interview.

  - Do you think Eve was telling the truth when she said she wasn't addicted to CRACK? Why or why not?

  - Do you think Eve believes she isn't addicted to CRACK? Explain.

  - If Eve thought she was addicted to CRACK, do you think she would continue to use it? Why? Why not?

  - One of the ways we can tell if someone is addicted to drugs is by observing behavior changes. How has Eve's behavior changed?

  - What are some other signs of drug addiction? (physical and emotional dependence) Does Eve have any evidence of these? Explain.

  - Why do you think Eve tried CRACK in the first place?

  - Does it sound as if Eve's CRACK use has made her happy? Why or why not?

  - How did Eve's use of CRACK affect other people?

  - Eve says everyone smokes grass and drinks. Do you agree? Why or why not? Why would Eve say that?

  - Do you think Eve will continue using CRACK? Why or why not?

  - If Eve wanted to stop using CRACK, where could she go for help?

  - What can Eve do to change her life?

Break the class into small groups. In each group one student roleplays Eve while the others continue the interview, writing down questions and answers about her past and present life in order to gather further information about her drug use. Have groups share their completed interviews with the rest of the class.

FOLLOW UP:

. Break the class into groups and have them write dialogue for the following scenes. Have the groups share their scenes with the rest of the class.

  - Two friends are talking. One is trying to persuade the other not to use CRACK.

  - A group is having a therapy session in a treatment center for drug abusers. They are talking about what their lives were like when they were using drugs and how they hope their lives will be different now.

Activity Sheet 6

Eve: Interview with a CRACK Dealer

INTERVIEWER: How old are you Eve?

EVE: I'm nineteen.

INTERVIEWER: Can you tell me a little bit about your family?

EVE: Yeh, I live with my mother, my brother and sister, and my son. My father, he passed away.

INTERVIEWER: Do any of the other members of your family use drugs?

EVE: No.

INTERVIEWER: When did you start using CRACK?

EVE: About a year ago. I was going out with this guy and he always had CRACK. So I took it. It was good, man. I got high real fast.

INTERVIEWER: Do you still see this guy?

EVE: No, we broke up about six months ago.

INTERVIEWER: What happened to your CRACK use when he left?

EVE: I was in bad shape. I really wanted the CRACK. So I started spending the money I got to take care of my son. My mother kept asking me where the money went, and finally she took the child-support checks from me. Most of the girls I know who use CRACK start selling themselves. But that wasn't for me. I started to sell CRACK on the street about three months ago. And I'm doing OK.

INTERVIEWER: Had you used other drugs before trying CRACK, Eve?

EVE: No. I mean, yes. I smoked grass. And I drank too, but everybody drinks and smokes grass.

INTERVIEWER: How much CRACK do you use?

EVE: Not too much. I mean I smoke every day, but some days I smoke 4 or 5 times and some days I smoke only two or three times. I gotta be careful. If I get busted, they could take my son away from me.

INTERVIEWER: Do you think you're addicted to CRACK Eve?

EVE: No way. I'm not that stupid. I don't need the CRACK. I just like to smoke, sometimes, that's all.

Lesson 7. Effects of CRACK on Our Society

AIM: How can we CRACK down on CRACK?

CONTENT UNDERSTANDING

The CRACK epidemic has become one of the most dangerous public health problems to face our nation's cities in many years. Drug technology, it seems, has forged ahead of law enforcement techniques designed to control the narcotics trade. Therefore CRACK is not only extremely potent and habit forming, but easily available to school children at lunch-money prices.

The following strategies will provide students with some understanding of the tragic consequences of the first purchase of that inexpensive vial of CRACK. The activities will also show how the decision to use drugs is not one which the user or abuser can justly claim is simply an exercise of individual prerogatives or rights; rather the students will see that fateful decision impacts on the entire community, including him/herself and his/her family, through increasing personal as well as property crimes and a general deterioration of the neighborhood.

PERFORMANCE OBJECTIVES Students will be able to:

- describe the affects of CRACK on both the user/abuser as well as on the community where the drug traffic takes place.
- analyze the relationship between individual addiction and community deterioration.
- describe and analyze solutions to slow or halt the CRACK epidemic.
- propose their own solutions for this problem.

SPRINGBOARD:

- Distribute Activity Sheet 7A, "An American Folksong, 'Cocaine.'" Read aloud.

- Explain, As you can see from this folksong, cocaine is not a new problem in the United States.

- Ask:

  - How does this song portray cocaine?

  - What are some of its bad affects according to this song?

  - What does the composer mean when he writes "cocaine, messin' up my brain "?

  - From what you know, is the song's description of cocaine accurate? Explain.

. Explain that some people do not learn from the tragedies of others because today, despite cocaine's long standing "reputation," we are faced with a new epidemic from a particularly dangerous form of cocaine, CRACK. Today we will discuss what it is and what can be done about it.

DEVELOPMENT:

. Distribute Activity Sheet 7B, "A Mini-drama about CRACK."

. Have students play the roles of the three characters and create the ending for the scene.

. After the production is completed, ask the class to consider the following questions.

- Have you or perhaps a close friend, ever had a discussion similar to the one portrayed in this scene? What did you (he or she) decide to do? Why?

- Why did Chuck oppose Wanda's idea of a CRACK party?

- Sometimes the consequences of what seems like an individual or private matter have important consequences for the neighborhood or community. How could you apply this idea to a person who foolishly decides to buy CRACK in his neighborhood, or who even tolerates its sale?

- We know from the tragic case of Len Bias that CRACK can easily kill someone who is a new user, but what economic and social affects does CRACK have on the neighborhood? How could it cause unemployment? How could it cut back production in offices and factories?

. Ask students to write a second student play scene in which the participants discuss specific strategies to slow down or halt the CRACK epidemic.

. Distribute Activity Sheet 7C, "Ways to Combat CRACK" which contains a list of strategies in the counter-offensive against CRACK.

. Ask students to consider each suggestion and check the box to the right which best sums up his or her opinion. (agree, disagree, etc.)

. For each suggestion, ask students to write a sentence or two defending their own position.

. As they do this exercise, remind them that as a democracy our nation must balance the apprehension of criminals on one hand with the protection of EVERYONE'S civil liberties on the other.

. Review students answers and obtain a consensus about a class program to counter the sale and use of CRACK.

. Distribute Activity Sheet 7D, "Two CRACK Victims."

. Ask students if they would want to change places with the New Yorkers described in the reading.

. Ask:

- To what extent has CRACK determined who they are?

- Five years from now where do you think Linda and Hector will be?

FOLLOW-UP:

. Start an anti-CRACK campaign. Have students make posters and write and distribute literature based on what they have learned in this activity. They might also do an assembly program based on the incidents contained herein.

. Follow the drug testing issue and present a debate or a panel on the issue involved.

Activity Sheet 7D

Two CRACK Victims

LINDA

Linda dropped out of school when she was 15 and began smoking marijuana. She felt sorry for herself because when she was five years old her drug-addicted parents abandoned her and left her with her grandmother. By the time she was 17 she tried CRACK. After three months, she turned to prostitution to support her $200 a day CRACK habit. One night after getting high on CRACK, she hallucinated and begged her grandmother to kill her. Instead, her grandmother put her in a drug treatment program. Although Linda has a difficult struggle, she has support from her grandmother, drug counsellor, therapist and the other recovering addicts in the program. But her boyfriend is still selling CRACK.

HECTOR

At 14 Hector had everything. He was an honor student, the most popular boy in the class, and a member of the best after school club. But when he didn't make the basketball team, he became very resentful and started to rebel by hanging out with a group that used drugs. One day Hector tried CRACK. Within days he was addicted, and had spent all the money he had been saving for college. He needed $100 a day for CRACK. He went to his favorite teacher, intending to steal her wallet. Instead he wound up telling her about his addiction. The teacher helped place him in a drug-rehabilitation program. He is angry at himself for ruining his chance for college.

An American Folksong, "Cocaine"

COCAINE

Turnin' down Scott,
Headin' up Main
Lookin' for the girl
Who sells cocaine.
Cocaine.
Runnin' all around my brain.

Everytime me and my baby
Go downtown
Some big policeman come
And bust me down.
Cocaine.
Runnin' all around my brain.

Well here I sit around
Just shooting myself high
You say hello, babe,
And I say goodbye.
Cocaine.
Runnin' all around my brain.

Oh, mama come here quick
Damn cocaine's 'bout to
Make me sick.
Cocaine.
Messin' up my brain.

They say coke's for horses,
Not for men
They say it'll kill me,
But they don't say when.
Cocaine.
Messin' up my brain.

American folksong

Activity Sheet 7B

A Mini-drama about CRACK

This play will be acted in class by you and some of your classmates. Your teacher will then discuss with you certain important issues raised in this worksheet.

SCENE: It is July 15th somewhere in Manhattan's Lower East Side. It's Juan Soto's birthday and he and his friends Chuck Adams and Wanda Jones are chatting outside the apartment house in which they all live.

CHUCK: Today is Juan's fifteenth birthday, what can we do to make it a real special day?

WANDA: I got an idea, some kids on the block are doing CRACK. Let's join them that would be a real blast!

JUAN: I don't know. Would that really be a good thing to do?

CHUCK: That's really a dumb idea. Man, I know someone in the Bronx, a friend of my cousin's, he's in jail. He has just about wrecked his life 'cause he smoked CRACK.

JUAN: What do you mean?

CHUCK: He bought a dime from a dealer in the neighborhood and within a week he was hooked. Soon he was cutting school, spending his time at CRACK houses, taking money from his family to support his habit. Before you knew it, he was doing burglaries and fencing the stuff to support a hundred dollar a day habit. He was just convicted for breaking and entering and now he's in a rehab center.

WANDA: That guy's story might be true but he just didn't know how to handle it. I think parents exaggerate about drugs 'cause they don't want us to have a good time. Let's just try it once; if we don't like it, we won't do it again.

CHUCK: Wanda I don't think you understand. You just can't try it once. You can get hooked almost right away, and once you're on it you can't get off by yourself. Look what happened to Len Bias. He just signed a million dollar contract with the Boston Celtics, had everything to live for. He was a new user and he died.

WANDA: So he took a chance and he lost, that's his right!

CHUCK: No, it's not just the life of the person that's at stake. Look across the street, what do you see?

JUAN: Dealers on the corner.

CHUCK: What does that do to your neighborhood? Where are the druggies going to get money for their habits?

WANDA: I see what you mean. CRACK is going to bring the dealers and along with the dealers come the guns, more gangs, the whores, and the pimps.

JUAN: And there'll be shootings and burglaries and people will be afraid to leave their apartments. Soon local businesses will leave and houses will be boarded up, more druggies will come in. Man I never thought of it that way!

CHUCK: See, any action we take like buying CRACK can have an affect not just on ourselves but on our neighborhood. All of us and our families might very well be victims of this CRACK epidemic, even though none of us ever touches the stuff.

JUAN: But what can we do?

CHUCK: _____

JUAN: _____

WANDA: _____

Ways to Combat CRACK

You have discussed your own ideas about how to CRACKdown on CRACK. Many political and community and ordinary people like ourselves have also made suggestions. Consider the list of ten proposals below and check the column to the right which reflects your point of view. (strongly agree, agree, disagree, and strongly disagree) Then on a separate sheet of paper, write a sentence or two explaining your point of view.

	strongly agree	agree	disagree	strongly disagree
1. The drug problem is only a symptom of a sick society. What do you expect when our society, the richest in the world allows the poor to have substandard housing and medical care. Our unemployment rate is very high especially in the inner cities. Make full employment, decent housing and medical care available for all and drug addiction will dramatically decrease.				
2. One main cause of our problem is the fact that many Latin American leaders make money from the drug trade. Most of our cocaine today is smuggled in from Mexico. We should tell the leaders of Mexico and other smuggling countries that if they don't stop the drug traffic, we will cut off all aid to them, economic as well as military.				
3. The governor of New York, Mario Cuomo, has formed a state-wide task force to study the issue. The group will propose new strong anti-CRACK legislation.				
4. Until now drug laws have heavily penalized dealers who have sold large quantities of drugs. These laws don't control CRACK since it is usually manufactured and sold in small quantities. Governor Cuomo has suggested new laws that will make even dealing a small amount a felony.				

	strongly agree	agree	disagree	strongly disagree
5. In Operation Pressure Point, undercover policemen, disquised as taxidrivers made 17,000 arrests of pushers on the Lower East Side. Of the 17,000 arrested, fewer than 500 went to jail. Judges are too lenient with dealer; they all should be given long prison terms without any chance of parole.				
6. One columnist pointed out that local police forces are not equipped to deal with the drug problem. He suggested that the armed forces be used to halt the drug traffic at our borders as well as the drug trade in our cities.				
7. In New Jersey, federal officials are monitoring the sales and shipping of the vials in which CRACK is sold. Some feel their manufacture should be prohibited.				
8. Community groups led by local clergymen, have conducted 24 hour vigils on street corners where CRACK vendors congregate. Their object, to win back these intersections, even for a short time, for the people of the community.				
9. In California a thirteen year old girl turned her parents in to the police. Her parents were addicts and dealers. It was the only way she knew to save them.				
10. Drug education programs should start in kindergarten. Kids in their teens are already sucked into the drug culture.				

Lesson 8. The High Cost of CRACK

AIM: How can we calculate the high cost of crack?

PERFORMANCE OBJECTIVES Students will be able to:

. assess the human damage to CRACK users by using statistics.
. make a graph depicting the progression of damage to users as expressed through statistics.
. explain the inevitability of CRACK users turning to crime.
. interpret statistics on CRACK use.

SPRINGBOARD:

- News stories frequently point out the combination of crack and crime. Why do crack users turn to crime? How do the numbers tell us that the human misery associated with crack use is getting worse?

DEVELOPMENT:

. Ask students to suppose that a close friend is considering trying CRACK just once to see what it is like. Using the statistics on Activity Sheet 8A, "The Cost of CRACK," prove to your friend that:
  a) CRACK causes addiction
  b) The cost of getting high on CRACK leads to crime

. Distribute Activity Sheet 8B, "Treatment." Have students look at the first pair of numbers. Then ask students to describe the relationship between the numbers. (Elicit that the numbers show an increase.) Point out to students that when increases are expressed in percents that they can show more clearly the kind of change that is taking place over time.

. Say: We know that the problem of CRACK usage has been getting worse. But how bad is it really? One way to find out how many people have been hurt by this drug is to look at the statistics of emergency room admissions.

. Distribute Activity Sheet 8C, "Overdose." Have students look at the numbers. Then ask:

- What do the numbers tell you about the increase of cocaine use? (Elicit that when people are admitted to hospitals for treatment, it is more and more likely that cocaine will be their primary drug of abuse.)

. Have students interpret these statistics in the form of a graph. Discuss with students which form of graph might be most useful in demonstrating the rate of increase. (Elicit line graph.)

. Help students set up coordinates on chalkboard and plot the graph accordingly When the graph is completed ask students to make a projection for the next year based on this graph.

. Ask them for their reasons for making this prediction.

  - Can anything change the projection? Explain.

. Have students list those statistics which might help them get a clearer understanding of how CRACK use hurts all of us. (Elicit: number of robberies commited by CRACK users, numbers of suicides and overdoses, updated statistics on hospital admissions etc.)

FOLLOW UP:

. Have interested students contact drug agencies to research the questions class has devised. Then make graph or other presentation to class using this material.

. Have small groups determine which of the statistics presents the strongest case against CRACK use.

Activity Sheet 8A

The Cost of CRACK

As we look at the cost of CRACK, remember that the more the user needs it, the more it costs the user financially, physically and emotionally. The ultimate cost cannot be expressed in numbers--the cost of self-respect, human dignity and life itself. The costs we are considering are financial. But as we work with these numbers, try to imagine the human consequences these numbers describe.

1. The effects of CRACK are produced in 4-6 seconds and last 5-7 minutes. If a person spends $10 on .3 ccs of CRACK each day, what is the cost in dollars for a week? _____ Two weeks? _____

2. If the person then needs a stronger dose of CRACK to get the same effect and spends $30 for .4 ccs of CRACK 10 times week, what is the cost in dollars?

_____

3. When the person needs a still stronger dose, and is now charged $150 for .6 ccs of CRACK, five times a week, what is the cost in dollars for a week? _____ For a month? _____

4. When the person needs a still stronger dose, and is now charged $450 for .85 ccs of CRACK six times a week, what is the cost in dollars for one week? _____

5. What other costs are involved beside money?

_____

_____

_____

6. CONCLUSION: Why do CRACK users commit crimes?

_____

_____

7. If a week of detoxification treatment in a hospital costs $2025, and an average stay of 4 weeks is needed for treatment, how much does it cost to treat one addict? _____ If 250 addicts are admitted to hospitals for treatment per month, what is the total cost of hospitalization?

_____

8. If it costs taxpayers $100,000 to process one offender through the court and legal systems, and provide new jail cell space for one offender, what is the cost to society per month if 100 people are arrested and convicted for crimes related to drug use? _____ If the number of arrests and convictions for drug-related crimes doubles every six months, what is the cost to society in that year? _____

Treatment

1. The following chart shows the number of people who were hospitalized for treatment during each three month period during the years 1980-1984.

TREATMENT ADMISSIONS WITH COCAINE AS THE PRIMARY DRUG OF ABUSE

	Jan.-Mar.	Apr.-June	July-Sept.	Oct-Dec.
1980		352	328	330
1981	365	382	429	416
1982	441	502	420	441
1983	377	518	497	544
1984	705			

What trend do you see among these numbers?

Choose two numbers and calculate the percent of difference between them.

Based on the percentage of increase of people who went into treatment for cocaine abuse during this period, what statement could you make about drug abuse? (Keep in mind that a four-week stay in a treatment center for cocaine addiction costs about $9,000.

Summarize your statement in this space. _____

_____

_____

2. Overall increase percentages of those admitted for treatment of cocaine addiction as as follows:

1981	+6%	1983		+9%
1982	+7%	1984	(Jan.-Mar.)	+13%

Based on the rate of increase of these percentages, what could you project as the likely rates of increase for the following periods:

(Apr-Dec) 1984 _____

1985 _____

(Jan-Sept) 1986 _____

Overdose

The following figures represent the numbers of those who have been admitted to emergency rooms for episodes related to the use of cocaine. These episodes would include overdosing, violence toward others, suicide attempts, as well as accidents which could be attributed to drug use.

	Jan.-Mar.	Apr-June	July-Sept.	Oct-Dec.
1981	285	301	347	403
1982	400	421	417	436
1983	441	531	638	769

Set up a graph to illustrate this chart.

Based on the rate of increase you observe, extend the graph to bring it up to this year. What statement can you make concerning the use of crack, based on this information and your projection?

What can be done to change the projection?

Lesson 9. Who Is Responsible for Halting The CRACK Epidemic?

TEACHER BACKGROUND:

In the preceeding strategies we have seen how how illegal sale and use of CRACK has not only affected the individual but the community, the city and the country as well. But who is responsible for controlling this virulent epidemic? In this lesson, students will examine the various sectors of society that need to work together in this battle.

PERFORMANCE OBJECTIVES Students will be able to:

- describe and analyze the part played by various professions in combatting CRACK and other illegal narcotics.
- determine which groups have the greater responsibility.
- compose a graph based on class reports and opinions re: which groups are most responsible.

SPRINGBOARD:

- Write the words Bubonic Plague "(Black)" on the chalkboard.
- Ask students to identify what it is.
- Ask them to suppose a new plague, a deadly communicable disease, has struck our city.
- Ask who would be responsible for controlling or stopping its spread?
  - Could doctors do it alone? Why not?
  - How is CRACK like the Bubonic plague?
  - In this lesson we will see who is and should be responsible for its control and eradication.

DEVELOPMENT:

- Distribute Activity Sheet 9A, "Seven Keys to CRACK Control."
- Explain that all the segments of society listed on the chart are keys to controlling the crack epidemic.
- Divide the class into seven committees.
- Assign each committee a different key.
- Ask each committee to decide what each group is doing to crackdown on CRACK, how well they are fighting the narcotic problem and what more is needed.

. Discuss the reports in class and outline on the chalkboard.

. After the chalkboard outline is completed ask students to describe which group is most responsible.

. Have students prioritize each group in terms of percent, i.e.: police and drug enforcement agency personnel are responsible for 50% of the "CRACK crusade."

. Get a percentage for each group. Have students translate percentages onto a circle graph on Activity Sheet 9B, "Who is Responsible for the Crusade Against CRACK?".

. As a summary, ask the class:

- How true is this statement?

"As long as there is high demand for illegal drugs, the problem will continue. The final responsibility rests with the public."

FOLLOW-UP:

. Ask students to keep a scrap book of newspaper articles. Ask them to find illustrations of how each of the groups listed on the graph contributes to the war against crack. Ask them after a month's time to reconsider the percentages depicted on the graph. Ask if, based on the articles in their scraps books, they would change their circle graphs. How? Why?

Activity Sheet 9A

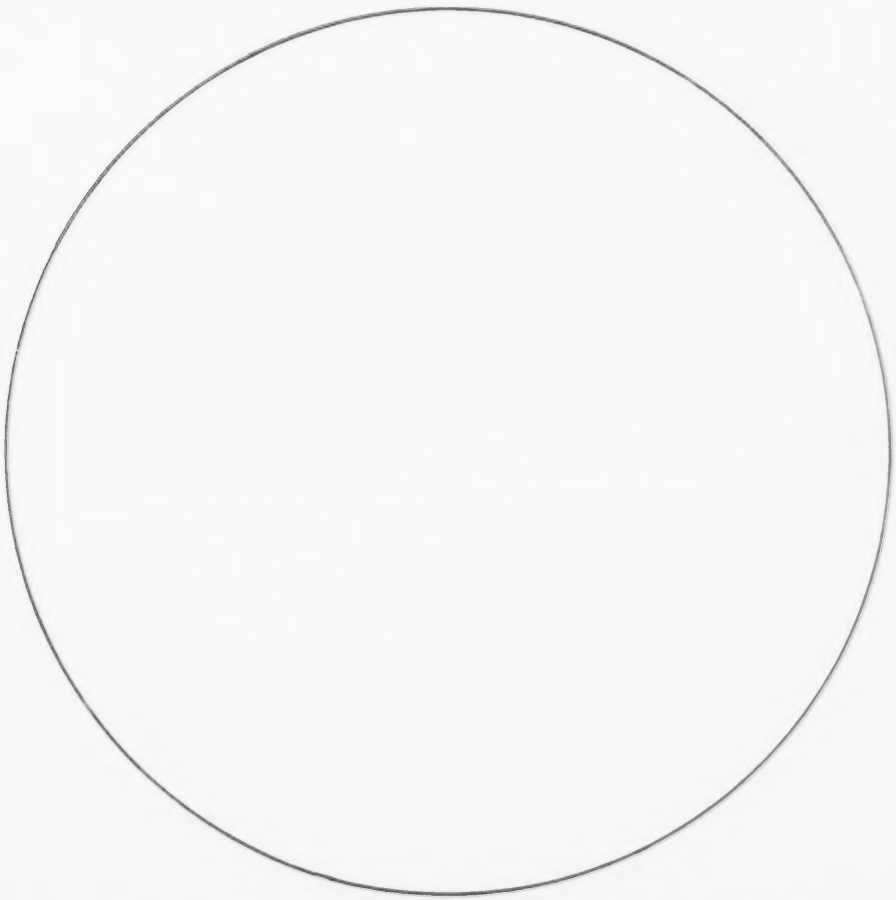
Seven Keys to CRACK Control

1. Doctors and other medical personnel
2. Judges and District Attorneys
3. US Diplomatic Personnel in other nations
4. Individual Citizens
5. US Immigration Border Patrol, Coast Guard, Federal Drug Enforcement Agency
6. Local Police and FBI
7. Teachers and school administration

Activity Sheet 9B

Who Is Responsible for the Crusade against CRACK?

Add percentages to the circle graph below to illustrate the proportional responsibilities in the battle against CRACK for the seven groups listed in Activity Sheet 9A.



Follow-Up Activities

Roleplays to Provide Practice in Saying No and Making Decisions

Use the following (or similar) roleplays in class to provide practice in saying no and to evoke an awareness of positive alternatives to drug abuse.

- Eddie hasn't keep up with his school work and he's going to fail unless he does something. He feels overwhelmed and afraid to tell his parents, somebody on his block says, "Want to feel good?" Why might Eddie be tempted to escape from his problem? What are some actions he could take to try and solve the problem?

- Tina is uptight about the party and thinks taking CRACK will relax her. Let Tina know that CRACK is not the solution to feeling uptight. What could she do instead?

- Tony usually goes along with the crowd. But when he's with a group who are planning to take CRACK and wants out, he doesn't really know how to say no. Help Tony to do what's right for himself.

- Evelyn is down because her boyfriend broke up with her. She is tempted to use CRACK to feel good. Explain to Evelyn that after a quick burst of energy, CRACK will make her feel even worse. What are some better ways to get over a broken relationship? (Talk with good friends, guidance counsellor, favorite teacher or other understanding person; get involved in sports activities, creative activities; volunteer to tutor younger kids; take up an interest in something new.)

Communication Arts

. Break the class up into groups no larger than 6 and have each group compose a rap song. Students should be given the opportunity to perform their song. A school-wide contest might be held.

. Have the class compose slogans against CRACK.

. Have the class write letters to the President, Governor, and/or Mayor, asking for help in steming the CRACK epidemic.

. Break the class into small groups and have them roleplay the following scenes or write the dialogue for them. After they have completed the exercise, have each group choose one roleplay to share with the class.

- A girl is trying to persuade her boyfriend not to try CRACK for the first time. If her boyfriend says he is only curious and will try CRACK just once, what can she say? What if he wants her to try CRACK with him? What can she do?

- You are walking home from school. Your best friend is hanging out and planning to get high with some people you know. They ask you to join them.

. Have the students create other situations for roleplays and then develop scripts from the roleplays.

. Have students bring in articles and maintain a file "Crackdown on CRACK."

Art

. Sponsor a poster contest against CRACK. Display the artwork in the school, supermarket, or subway. A sample poster is included in this curriculum. Posters should contain the drug abuse hotline number for your district.

Science

. CRACK raises blood pressure and increases the heartbeat by 30 to 50 percent. How can this lead to heart attack or brain hemorrhage? How does the body protect itself against these dangers? Research these questions by using library resources. What other research resources are available?

. CRACK causes the brain to mask the body's needs for food and water, and anesthetizes pain. How does CRACK bring about these physiological changes? Research this question. Students may wish to interview a drug counselor or doctor about the changes CRACK produces in the brain.

Social Studies

. How does CRACK affect the community? (unemployment, crime, neighborhood decay, etc.) Have students interview people in the community to further their views.

. Present a student panel discussion on whose responsibility it is to stop drug abuse. Assign members of the panel to represent the police force, the courts, city, state and federal government, and the general public.

. Have students invite a governmental representative to address the class. Have students interview the guest and prepare a report on the visit.

Mathematics

. Using the figures below, have the class calculate the cost of CRACK use:

. Have students collect statistic from newspaper and magazine articles to update or create new graphs illustrating the progress of the war against CRACK.

CRACK DESTROYS

Your Mind .....

Your Body .....

Your Future.

NEED HELP WITH A CRACK PROBLEM?

Call the Division of Substance Abuse Services
Toll Free Information line
1-800-522-5353